**Eureka Math *A Story of Units***

**Second Grade – Module 5**

**2015-2016**

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| Table of Contents | |
| Module Assessment Overview | page 2 |
| Grade 2 Standards Checklist | page 3 |
| Module 5 Mid Module Assessment Task… |  |
| Score Sheet | pages 4-5 |
| Rubric | page 6 |
| Key | pages 7-10 |
| Module 5 End-of-Module Assessment Task… |  |
| Score Sheet | pages 11-12 |
| Rubric | page 13 |
| Key | pages 14-17 |

Materials based on Eureka Math Version 3. (No changes from Version 2 to Version 3.)

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 5 Grading Guidance:**

* The standards assessed in Module 5 will not be assessed again. (See checklist on page 3.)

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 5.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 5: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: Mid Module Assessment** | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | |
| Question | Number and Operations in Base Ten | | | | 2.NBT.7 | | 2.NBT.8 | | 2.NBT.9 | |
| 1 | 1 2 3 4 | | | | X | | X | |  | |
| 2 | 1 2 3 4 | | | | X | | X | |  | |
| 3 | 1 2 3 4 | | | | X | |  | | X | |
| 4 | 1 2 3 4 | | | | X | | X | | X | |
|  | |  | |  |  |  | |  | |
| Domain  Score | Number and Operations in Base Ten | | | |  |  | |  | |
| Total Points |  | | | |  |  | |  | |
| Level | 4 | | 14-16 points | |  |  | |  | |
| 3 | | 10-13 points | |  |  | |  | |
| 2 | | 6-9 points | |  |  | |  | |
| 1 | | 4-5 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

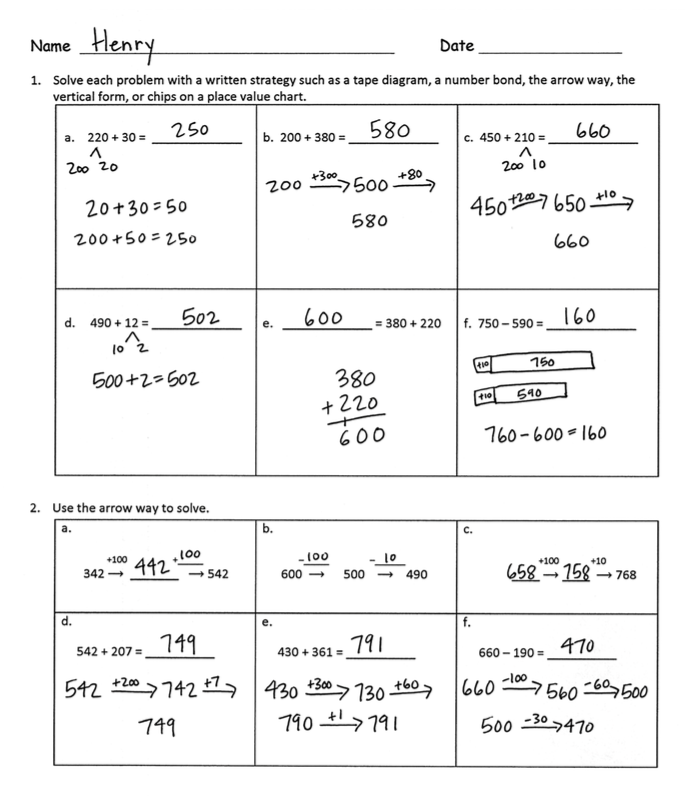
**Second Grade Module 5: Mid Module Assessment Task Score Sheet (continued)**

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| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Use place value understanding and properties of operations to add and subtract.  **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |

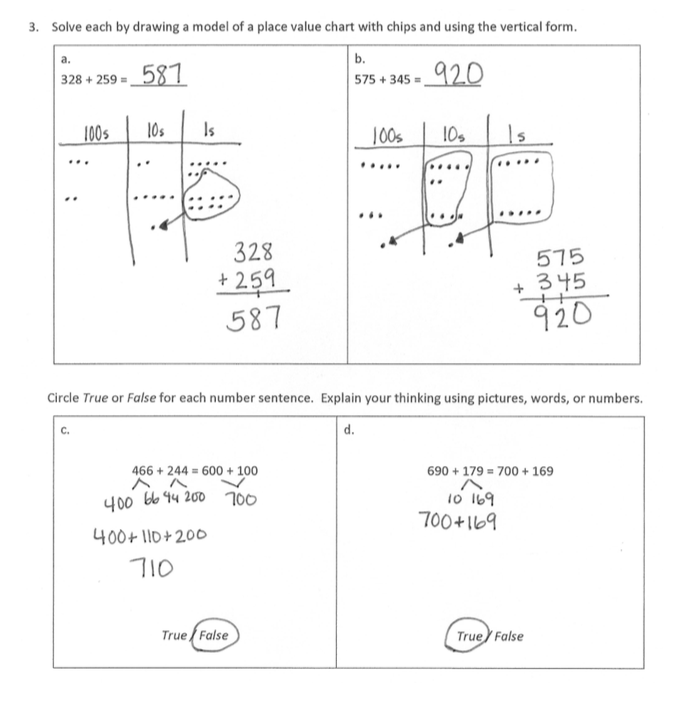
**Second Grade Module 5: Mid Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  2.NBT.7  2.NBT.8 | The student correctly answers **0-4** of the twelve parts. | The student correctly answers **5-8** of the twelve parts. | The student correctly answers **9-10** of the twelve parts. | The student correctly answers **11-12** of the twelve parts. (See below.) |
| a. **(1)** 250; **(2)** strategy b. **(3)** 580; **(4)** strategy c. **(5)** 660; **(6)** strategy  d. **(7)** 502; **(8)** strategy e. **(9)** 600; **(10)** strategy f. **(11)** 160; **(12)** strategy | | | |
| **2**  2.NBT.7  2.NBT.8 | The student correctly answers **0-3** of the nine parts. | The student correctly answers **4-6** of the nine parts. | The student correctly answers **7-8** of the nine parts. | The student correctly answers **9** of the nine parts. (See below.) |
| a. **(1)** 442, +100 b. **(2)** -100, -10 c. **(3)** 658, 758  d. **(4)** 749; **(5)** arrow way e. **(6)** 791; **(7)** arrow way f. **(8)** 470; **(9)** arrow way | | | |
| **3**  2.NBT.7  **2.NBT.9** | The student correctly answers **0-4** of the twelve parts. | The student correctly answers **5-8** of the twelve parts. | The student correctly answers **9-10** of the twelve parts. | The student correctly answers **11-12** of the twelve parts. (See below.) |
| a. **(1)** 587 **(2)** models with place value chips and the vertical form  b. **(3)** 920 **(4)** models with place value chips and the vertical form  c. **(5)** False **(6)** explains d. **(7)** True **(8)** explains e. **(9)** False **(10)** explains f. **(11)** False **(12)** explains | | | |
| **4**  2.NBT.7  2.NBT.8  2.NBT.9 | The student correctly answers **0-2** of the eight parts. | The student correctly answers **3-5** of the eight parts. | The student correctly answers **6-7** of the eight parts. | The student correctly answers **8** of the eight parts. (See below.) |
| 1. **(1)** 735 **(2)** strategy 2. **(3)** 860 **(4)** strategy 3. **(5)** 390 **(6)** strategy 4. **(7)** 140 **(8)** strategy | | | |

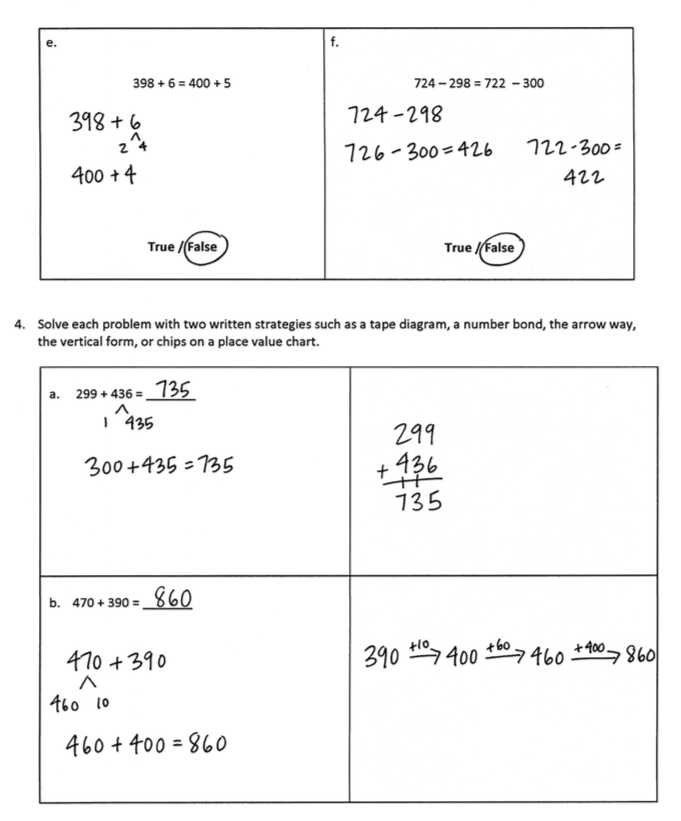
**Second Grade Module 5: Mid-Module Assessment Task Key**

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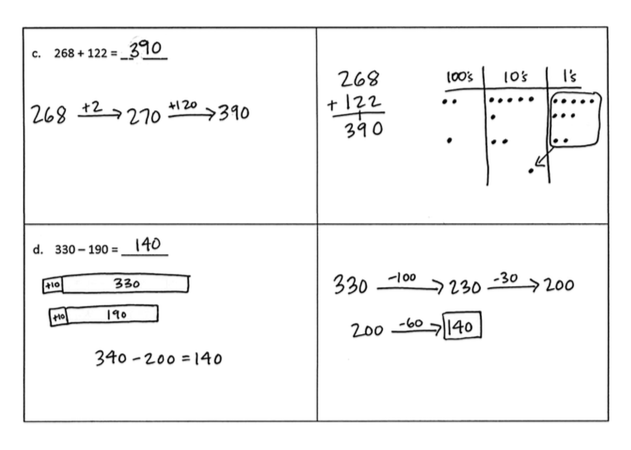
**Second Grade Module 5: Mid-Module Assessment Task Key (continued)**

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**Second Grade Module 5: Mid-Module Assessment Task Key (continued)**

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**Second Grade Module 5: Mid-Module Assessment Task Key (continued)**

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**Second Grade Module 5: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | |
| Question | Number and Operations in Base Ten | | | | 2.NBT.7 | | 2.NBT.8 | | 2.NBT.9 | |
| 1 | 1 2 3 4 | | | | X | | X | |  | |
| 2 | 1 2 3 4 | | | | X | | X | |  | |
| 3 | 1 2 3 4 | | | | X | |  | | X | |
| 4 | 1 2 3 4 | | | | X | |  | |  | |
| 5 | 1 2 3 4 | | | | X | |  | | X | |
|  | |  | |  |  |  | |  | |
| Domain  Score | Number and Operations in Base Ten | | | |  |  | |  | |
| Total Points |  | | | |  |  | |  | |
| Level | 4 | | 18-20 points | |  |  | |  | |
| 3 | | 13-17 points | |  |  | |  | |
| 2 | | 8-12 points | |  |  | |  | |
| 1 | | 5-7 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

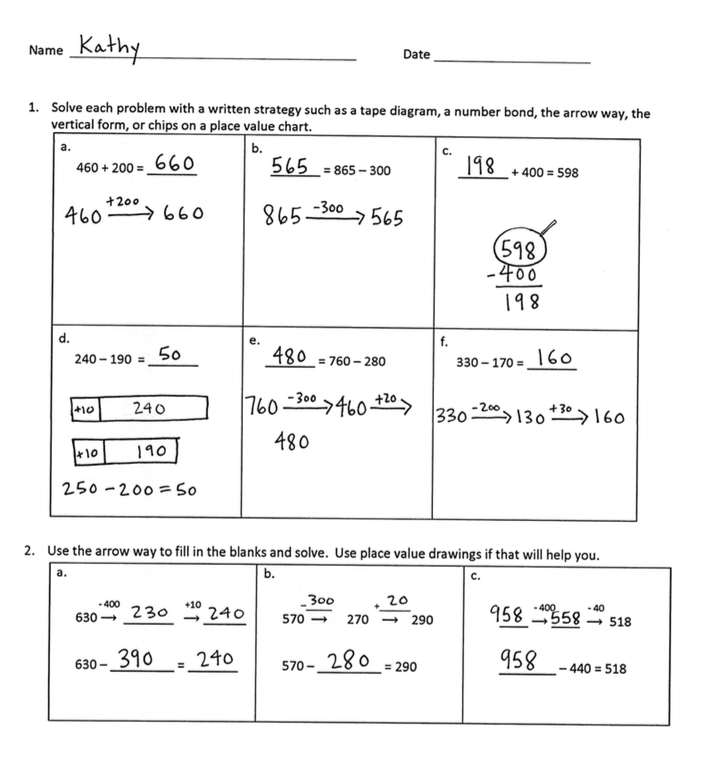
**Second Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| Use place value understanding and properties of operations to add and subtract.  **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |

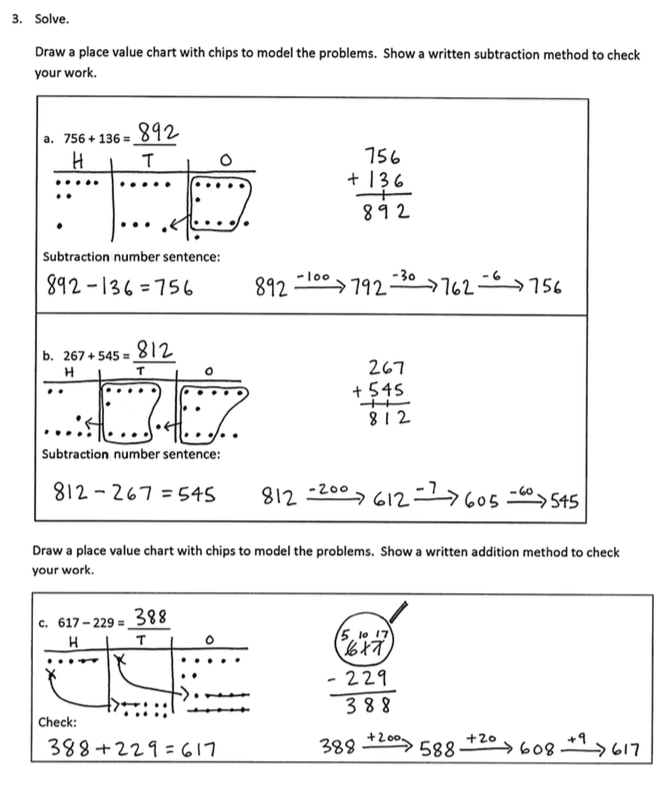
**Second Grade Module 5: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1 \***  2.NBT.7  2.NBT.8 | The student correctly answers **0-4** of the twelve parts. | The student correctly answers **5-8** of the twelve parts. | The student correctly answers **9-10** of the twelve parts. | The student correctly answers **11-12** of the twelve parts. (See below.) |
| a. **(1)** 660 **(2)** strategy b. **(3)** 565 **(4)** strategy c. **(5)** 198 **(6)** strategy  d. **(7)** 50 **(8)** strategy e. **(9)** 480 **(10)** strategy f. **(11)** 160 **(12)** strategy | | | |
| **2**  2.NBT.7  2.NBT.8 | The student solves zero out of three parts correctly. | The student solves one out of three parts correctly. | The student solves two out of three parts correctly. | The student correctly solves:   1. 240 2. 280 3. 958 |
| **3**  2.NBT.7  2.NBT.9 | The student correctly answers **0-4** of the twelve parts. | The student correctly answers **5-8** of the twelve parts. | The student correctly answers **9-10** of the twelve parts. | The student correctly answers **11-12** of the twelve parts. (See below.) |
| 1. **(1)** 892 **(2)** place value chip model **(3)** subtraction method 2. **(4)** 812 **(5)** place value chip model **(6)** subtraction method 3. **(7)** 388 **(8)** place value chip model **(9)** addition method 4. **(10)** 237 **(11)** place value chip model **(12)** addition method | | | |
| **4**  2.NBT.7 | The student correctly answers **0-3** of the four parts. | The student correctly answers **4-6** of the four parts. | The student correctly answers **7-8** of the ten parts. | The student correctly answers **9-10** of the ten parts. (See below.) |
| Strategies may vary.  a. **(1)** 194 **(2)** strategy b. **(3)** 248 **(4)** strategy c. **(5)** 200 **(6)** strategy  d. **(7)** 770 **(8)** strategy e. **(9)** 726 **(10)** strategy | | | |
| **5**  2.NBT.7  2.NBT.9 | The student answers zero out of two parts correctly. | The student answers one out of two parts correctly. | The student gives a partial explanation of Martha’s error and correctly models an alternative strategy to solve, *or* the student gives an explanation of Martha’s error and a partial model of an alternative strategy. | The student correctly:   1. Explains that Martha made an error in the hundreds place while subtracting. 2. Models an alternative strategy to solve. |

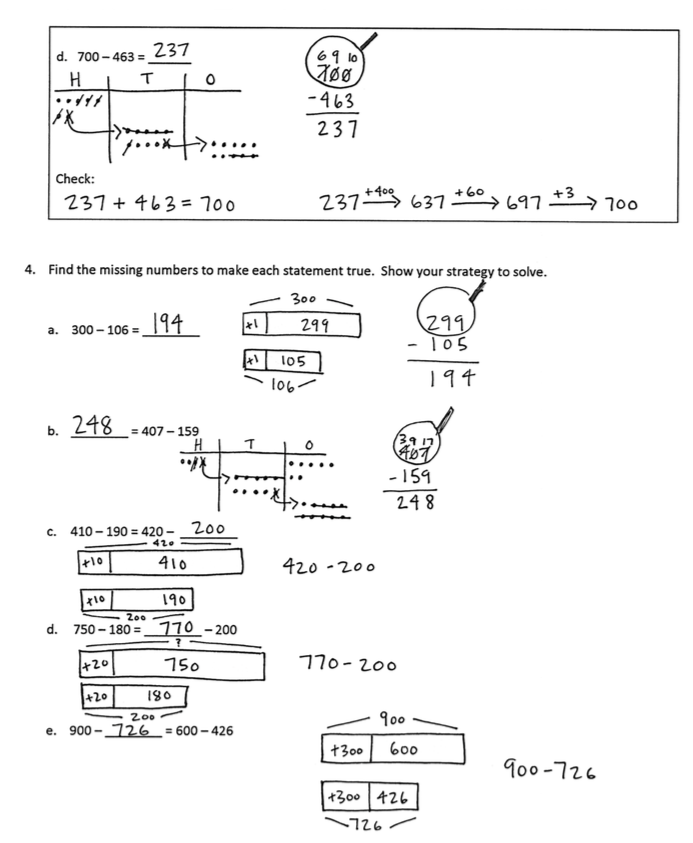
**Second Grade Module 5: End-of-Module Assessment Task Key**



**Second Grade Module 5: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 5: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 5: End-of-Module Assessment Task Key (continued)**

